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AUTHOR Condon, Joyce
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ABSTRACT

This study was conducted to determine the status of Library Technical Assistants (LTAs) in Michigan Public Schools during 1975-76. LTAs and their supervisors responded to questionnaires on the following areas investigated: (1) contract benefits; (2) LTA work--tasks, advantages and disadvantages of position, appraisal by LTAs of their training and future plans; (3) appraisal by professional librarians and administrators of LTA training and work; and (4) the position of library schools on the admittance of LTAs for further study. The findings included: (1) monetary rewards are low; (2) many LTAs are part-time employees without fringe benefits; (3) there is high acceptance of the LTAs by professionals; (4) job satisfaction is high among LTAs working in school media centers; however (5) there is little chance for upward mobility. The study concluded that the LTA has proven beneficial to the media programs in Michigan public schools, but schools are not necessarily beneficial to the LTA. Questionnaires, data sheets and a bibliography are appended. (Author/KP)

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THE STATUS OF LIBRARY TECHNICAL ASSISTANTS EMPLOYED BY MICHIGAN PUBLIC SCHOOLS DURING THE SCHOOL YEAR 1975-76

by

Joyce Condon

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Problem and Need for Study

I. STATEMENT OF THE PROBLEM

General Information

Programs for training students to become Library Technical Assistants were offered by at least one four year college and four community colleges in the state of Michigan during the school year 1975-76. These were two year programs leading to an associate degree.

As everyone knows many public schools cut budgets drastically during the 1975-76 school year. Elementary schools were especially hard hit by these budget cuts. In many districts, elementary librarians were dismissed and clerks or Library Technical Assistants placed in their positions with the same responsibilities as the former librarians. Districts who had planned to add professional librarians were forced to postpone this action. At the same time, more demands were being made on media centers, as wider use of multi-media materials grew.

Statement of the Problem

The purpose of this study is to determine the status of Library Technical Assistants in Michigan public schools.

In determining the status of Library Technical Assistants the following areas were investigated:

A. Contract benefits including salary, sick leave, personal leave and paid holidays.

B. Library Technical Assistants' work, based on information from L.T.A.s themselves, including tasks performed, advantages and disadvantages of the position, appraisal of their training, and future plans.

C. Professional librarians' and/or administrators'appraisal of the training and work of Library Technical Assistants.

D. Library Schools' position on the admittance of Library Technical Assistants for further study.

II. NEED FOR THE STUDY

The status of the Library Technical Assistant is of vital interest to all school media specialists, since the proper use of the L.T.A. can be of great benefit to the school media program. Likewise, the unwise use of the L.T.A. (by asking her/him to do things for which she/he is not prepared) can be detrimental to the school program. It can also mean a down-grading of the whole media program.

Many persons by interest, aptitude and personality are highly suited to work in the library field. Because of family responsibilities, lack of money, and perhaps in some cases lack of motivation and ability, the five year library degree recommended for the school media specialist can not be an immediate or even a long range goal. The community, where L.T.A. programs are available are often conveniently located and programs may be taken on a part-time basis. Many of the graduates of the L.T.A. programs are attracted to public school media programs. It is important, therefore, that students who are training for the Library Technical Assistance Associate Degree or who are considering enrolling in such a program look carefully at the status of Library Technical Assistants employed by Michigan public schools.

At a time when staff differentiation is becoming more common place, it is important that the L.T.A.'s status be put in the proper perspective. School districts need to examine the tasks being assigned to L.T.A.s in school media programs and to evaluate whether the salary paid is in keeping with the responsibilities demanded from these employees.

Other questions to ponder are: Is the L.T.A. an over-trained clerk or a cheap replacement for a professional, certified media specialist? Is the L.T.A., who displays committment and expertise of the job, to be stuck with a dead-end career choice?

III. OBJECTIVES OF THE STUDY

As given in the statement of the problem, the purpose of this study was to find the status of Library Technical Assistants employed in Michigan public school media centers, during the 1975-1976 school year.

Parts of the study are as follows:

A. Library Technical Assistants' contract, salary and fringe benefits.

B. Responses from Library Technical Assistants on questionnaires as to tasks performed, advantages and disadvantages of the job, appraisal of L.T.A. training, and their future plans.

C. Responses from librarians and administrators supervising L.T.A.s giving their appraisals of Library Techinal Assistants.

D. Responses from Schools of Library Science in the mid-west section of the United States which offer undergraduate training in library science as to their postions in accepting L.T.A.s into their programs.

E. A summary of the status of Library Technical Assistants working in Michigan Public Schools in the 1975-1976 school year, as derived from data collected from questionnaires, professional publications, and personal experiences and observations of the author.

IV METHODOLOGY

My first step in this study was to contact the Michigan colleges offering training leading to the Library Technical Assistance Associate Degree. As indicated, I decided to limit the study to L.T.A.s employed in school systems. The following colleges were contacted: Ferris State College, Oakland Community College, Macomb Community College, Lansing Community College, Alpena Community College and Washtenaw Community College.

I received letters from Oakland Community College, Macomb Community College, and Lansing Community College giving lists of graduates who had been placed in school positions and their district of employment. The employment situation for L.T.A.s in schools tended to be rather unstable and many of the L.T.A.s were no longer employed in the school districts where the Community College Placement Offices had records of having placed them.

I received a phone call from Ferris State College conveying the information that they had not found much of an employment market for their L.T.A. graduates in school systems, and therefore, could not supply me with names of any of their grduates who were working in school media programs.

A letter from George Vrabel of the Student Placement Office of Washtenaw Community College explained why he could not give me a list of L.T.A. graduates which had been placed in school districts. It also explained why Washtenaw Community College had dropped its Library Technical Assistance program. The letter read as follows:

"Sorry, but the main reason we don't have the program anymore was that there weren't jobs available. A library can hire anyone- there is no licensing or certification of library assistants at the two year level. Also Ann Arbor/YPsi area being such a big education town with half the population having at least a bachelor's degree all these individuals have spent a great deal of time in a library and in many cases are over qualified for library assistants' work. Also, as I understand it-at the master's level-that professional librarians themselves are having difficulty obtaining employment. More graduates than jobs. More supply than demand. The basic problem again-a library can hire anyone for an assistant's job- whether they have two years of training or not."

In regard to the letter above a few comments need to be made. Graduates of the two year associate degree program are eligible for the State Library Technician Certificate. The 1970 census showed that 82.9 per-cent of people over the age of twenty-five living in Ann Arbor possessed at least a bachelor's degree. Ypsilanti had 18.5 per-cent of its residents in this age group with at least a bachelor's degree, while the whole of Washtenaw County had 27.4 per-cent of this age group with at least four years of college. More significant is the fact that many people who trained to be teachers are not able to find teaching positions and would be available for library assistants positions.

I did not hear from Alpena Community College even though their 1975-76 catalog listed the Library Technical Assistance Associate Degree program as one of their offerings.

In a further effort to discover which school districts were employing L.T.A.s or library aids who were completing their Library Technical Assistance training programs, I called district media directors and school personnel directors in the Oakland County area. Using the Michigan Association for Media in Education Membership Directory for 1975, I wrote letters (starting with the beginning of the Directory and continuing through 60 per-cent of the Directory) to persons whose names were listed as having some supervisory duties in the media area in Michigan schools. While I made a few contacts in this fashion I

soon concluded that districts employing L.T.A. or L.T.A. students were generally located in the vicinity of Oakland, Macomb and Lansing Community Colleges. The study was subsequently limited to nineteen school districts in these counties.

Having determined which school districts were employing L.T.A.s and L.T.A. students, I had the following objectives: to secure L.T.A. contract, salary and fringe benefit information from the schools and answers revealing status from the L.T.A.s and their supervisors.

District media directors were most helpful in sending me contract, salary and fringe benefit information if such procedures had been developed by the school district. In school districts without district media directors this information was more difficult to secure. Sometimes the librarians had access to this information, sometimes L.T.A.s involved would send me the information. Often, however, the Library Technical Assistant knew only the benefits she/he was getting and had little knowledge of the system of contracts and benefits adhered to in the district. This lack of knowledge does not reflect upon the Library Technical Assistant, but rather indicates a lack of organization on the part of the school district for not having dealt with the status of the L.T.A. s under its employment.

The L.T.A.s were very conscientious about returning their questionnaires. Some of them wrote charming, articulate letters which accompanied their questionnaires that showed a deep commitment to their work. Professional librarians who supervised L.T.A.s were also conscientious about returning their questionnaires. In those cases where L.T.A.s were not supervised at all, the return of the questionnaires surveying supervisors of L.T.A.s was light.

School districts, for the sake of this study, have been assigned alphabetical labels in the section concerning salary, contract and fringe benefits. The letter assigned has no bearing upon the quality of their program.

The section of this study which deals with the admission of L.T.A.s to library school programs was completed by use of data received from questionnaires sent to library schools in the Mid-West United States and was limited to those schools who offer library science on an undergraduate level.

V LIMITATIONS OF THE STUDY

A. Geographical Area

As explained in Methodology, the geographical area was limited by the fact and L.T.A.s and L.T.A. students were employed mainly by school districts in the area of Oakland Community College, Macomb Community College and Lansing Community Community College.

B. Type of Schools

All schools included in the study were public schools.

C. Size of School District

This was not a factor of inclusion into the study. The only consideration was availability of information on L.T.A. employment.

D. Time Period

The data collected for this study was compiled between January 1 and September 15, 1976.

E. Library School

Only colleges in the Mid-west offering undergraduate Library Science programs were included since typically L.T.A.s would not have completed a Bachelor's Degree program and therefore would not be eligible for admission to graduate school.

VI DEFINITIONS

Library Technical Assistant - a person having completed the two-year Associate Degree program in Library Technical Assisting. The abbreviation L.T.A. will be used in this paper to mean Library Technical Assistant.

Library Media Specialist - a person having at least a four-year college degree and enough hours in Library Science to be certified at the grade level(s) at which he works. The Library Media Specialist may also be referred to as Librarian.

Contract, Salary and Fringe Benefits

APPRAISAL OF CONTRACT, SALARY AND FRINGE BENEFITS GIVEN TO L.T.A. EMPLOYEES IN MICHIGAN SCHOOLS DURING THE SCHOOL YEAR 1975-76

I. Contract

After surveying the nineteen school districts it would appear that, for the most part, L.T.A.s seem to be better off in those seven districts where they are part of a bargaining unit, that is, a union. It is definitely true that L.T.A.s are in a more secure and financially rewarding position where there are written contracts covering their conditions of employment.

In those districts where there is no written contract the employee is bargained with separately or is often handed terms of employment in a "take it or leave it" manner. A search through the data sheets included shows that in the school district without contracts for L.T.A.s, a variety of number of days for sick leave are given to the L.T.A.s who responded. Either they are not sure of their benefits, or such benefits are distributed in a haphazard sort of way.

In School District G (see data sheets) which has no contract for L.T.A. employees, the Male L.T.A. working as Aduio Visual Coordinator receives health insurance, twelve days sick leave, three days personal leave, and paid holidays. The female L.T.A. working as a Library Technician, receives no health insurance, no sick leave, no personal leave, and no paid holidays. Hourly salary rate in School District G is established by the administration. Perhaps the male is more capable or or his job is more demanding, but a written contract and a salary schedule would define this. This sex descrimination is reminiscent of the policies in many Michigan schools in the nineteen forties and as late as the early fifties when men teachers were paid more than women for doing the same job.

In some school districts the L.T.A. who works in the district Instructional Materials Center is placed on the clerical salary schedule and makes more money than the L.T.A.s who are classified as paraprofessional and work in the individual school media centers. (See School District D data sheet). Even when placed on the clerical or secretarial schedule L.T.A.s are usually classifed at the lowest level. Yet many school secretaries on higher salary schedule levels do not have the equivalent of two years of college training or an Associate Degree.

There are several reasons for the inequality the L.T.A.s experience when compared with the clerical employees. First, the L.T.A.s are newcomers to the educational scene. Second, they have not had time to establish their worth. Third, they are assigned a variety of responsibilities at various levels. School secretaries are well established, usually have a strong bargaining unit and work in close proximity to administrators. The administrator knows first hand what will happen to his operation if he cannot find a qualified secretary. There, more consideration is given to this personnel category.

II. Salary

L.T.A.s employed in a school media position find themselves classified for salary considerations in different ways:

as media aides in two districts surveyed;

as teacher aides in one district;

as paraprofessionals in three districts;

as clerks in four districts;

as library technicians in one district and

not classified in nine school districts.

L.T.A.s within a given school district may also be classified differently depending upon the particular set of tasks they are assigned, or whether they work in the central processing center or the district media director's office, or in an individual school media center.

In compiling the salary figures it was unfortunate that more information was not forthcoming from the school districts. Of the nineteen school districts replying, twelve reported beginning salaries in terms of rate-per-hour.

The lowest beginning salary for L.T.A.s during the school year 1975-76 was $2.10 per hour.

The highest beginning salary for L.T.A.s during the school year 1975-76 was $4.10 per hour. (This particular position was classified as clerical).

The average beginning salary for L.T.A.s during the school year 1975-76 was $3.18 per hour.

Ten school districts reported on the maximum salary for which L.T.A.s would be eligible in the school year of 1975-76. The highest maximum salary was $4.64 per hour after eighteen years of continuous service. The lowest maximum salary for L.T.A.s in the school year 1975-76 was $3.05. The average maximum salary for L.T.A.s in the same year was $3.85. Three school districts, Districts E, F, and L, offered longevity pay. District P gave one week's extra pay for the completion of a year's service. (See the data sheets for the above mentioned districts.)

III Insurance

Eleven out of the nineteen school districts paid the health insurance coverage for the L.T.A. employees. School District E (See data sheets) provided the L.T.A.s with coverage equal to the health insurance received by the teaching staff. These health insurance coverages would be a valuable monetary provision for the L.T.A. who is unmarried or whose spouse does not receive such insurance as an employment benefit.

One school district allows L.T.A.s to join the school group for health insurance, providing they pay their own premimums.

Seven school districts provided no health insurance.

Five districts provided life insurance coverage as follows:

$10,000 provided by one district

$5,000 provided by two districts

$3,000 provided by one district

$2,500 provided by one district

School District E (See data sheets) provides coverage for Optical Insurance for their L.T.A.s.

IV. Sick Leave

All districts provided their L.T.A.s with paid sick leave. The response from one district did not give numbers of days of sick leave, so I have eliminated this district from the tabulations.

The average number of sick leave days given to L.T.A.s in the school year 1975-76 was 9.86 days.

School district P (see data sheet) allowed L.T.A.s to take inclement weather leave from their number of sick leave days. This allows those employees who are mothers of school age children to stay home with their children when students do not report to school because of bad weather.

Some districts require a probationary period be completed before sick leave benefits are granted. This assures the school district that the employee will not amass a number of paid absences and then resign. Some districts allow paid sick leave on an established quota per month, no doubt for the reason stated above.

The number of sick leave days awarded to L.T.A.s compares favorably with the benefits given to teaching personnel. It is one of the areas in which L.T.A.s have gained suitable benefits. Those districts who lag behind would do well to increase sick leave benefits to ten days per year. Since substitutes are seldom hired for L.T.A.s these added days would cost the district no more than they have presently budgeted for L.T.A. pay. This increase would serve to raise employee morale and reap benefits of good will far beyond the cost of the fringe benefit.

V. Personal Leave

Personal leave days for L.T.A.s averaged 1.8 days per school year. In most cases these were deducted from the number of sick leave days allowed. Only three districts did not provide for personal leave days.

VI. Paid Holidays

Two school districts did not give paid holidays. Responses from five school districts did not give the number of paid holidays, so these districts were not included in the tabulations. The average number of paid holidays was 5.9 days per school year during 1975-76. (This is based on infromation supplied by the responses from eleven school districts.)

Personal Data About L.T.A.s

PERSONAL DATA ABOUT LIBRARY TECHNICAL ASSISTANTS

A total of fifty-seven people who have completed the Library Technical Assistance Associate Degree Program, or who were presently enrolled in such a program, responded to questionnaires sent to them. These questionnaires were sent to them during the 1975-76 school year through their district media director or directly through addressed received from the community college from which they graduated or were currently enrolled.

I. Age

The response to the question of age was as follows:

Number surveyed	Age 20-25	Age 26-35	Over 35	No response
57 persons	6 persons	13 persons	34 persons	4

Of the fifty-three persons who responded giving their ages, 64% were over thirty-five years of age. We can conclude that the Library Technical Assistance courses and the school media positions are most attractive to the mature person. While the questionnaire did not call for listing whether the respondent was male or female, only one male name was among the returned questionnaires.

It can be assumed that the woman who is over thirty-five years of age, if she married and had children, is probably at the period of time in her life when her children are in school all day and she is not needed as a full-time homemaker. The school L.T.A. works hours which closely correspond to the hours her children spend in school. Her vacation periods are those of her children.

II. Length of Time in Present Position

As of the school year 1975-76, the length of time the 57 L.T.A.s had spent in their position is shown on this table.

Length of Service in Present Position

Less than one year	1-5 years	6-10 years	11-15 years	16 or more years	no response
4	37	10	2	1	3

The average length of time the Library Technical Assistant had spent in the present position was 3.074 years.

III. Previous Experience in Libraries

Of the L.T.A.s surveyed 82% had experience in libraries before securing their present positions. Fifty-seven persons responded to this section of the questionnaire as follows:

18 were volunteer mother assistants in school media centers,

13 were paid clerical assistants in elementary school media centers,

11 were students assistants in high school,

9 were student assistants in college,

6 were paid clerical help in public libraries,

5 were paid clerical help in secondary media centers,

2 were students assistants in junior high school,

1 was paid clerical help in a college library,

1 was paid clerical help in a district media center, and

10 had not had previous experience in libraries or media centers.

It should be noted that some of the respondents had had experience in more than one kind of library.

IV. Experience Outside the Library/Media Field

Varied work experiences were reported as listed below:

Secretary	21 persons,
Sales person	11 persons,
Teacher	3 persons, and
Banking clerk	3 persons.

Occupations mentioned by one person each were: waitress, playground supervisor, purchasing department clerk, electrical worker, service representative, travel agent, meat wrapper, telephone operator, engineering lay-out clerk, beauty operator, and teacher aide.

V. Opinion on Pay Rate

Of the forty-nine answering the question about pay, seven people or 14.29% felt they were adequately paid. Forty-two persons or 85.71% felt they were inadequately paid.

VI. Additional College Training

Approximately 20% of the L.T.A.s plan to continue their college education. Their plans are as follows:

Four year degree in Elementary Education	1 person,
Four year Library Science degree	3 persons, and
Five year Library Scince degree	7 persons.

VII. Plan to Work in Another Type Library

Ten of the L.T.A.s plan to work in a different type of library in the future. Their choices are as follows:

Medical Library	4 persons,
Technical Library	2 persons,
College Library	2 persons, and
Public Library	2 persons.

VIII. Reasons for Staying in the Same Position

Although their long-range plans may call for a change in employment in the future, L.T.A.s who plan to remain on their jobs for at least another school year gave the following reasons:

Personal satisfaction	40 persons,
Like working with students	37 persons,
Like co-workers	34 persons,
Family responsibilities	15 persons,
Lack of interest in continuing education	3 persons,
Lack of opportunity to continue education	3 persons,(2 emphasized lack of time.)
Too old	3 persons, and
Lack of jobs for librarians	1 person.

It is interesting to note that personal satisfaction is the reason most mentioned for remaining in the job. One L.T.A. wrote me,"I'm working only because I had closet fever. I'm not working for the pay. My attitude is 100% improved since I started working again."

The pleasure which comes from working with young people also seems to be an attractive factor of the job of the L.T.A. who is employed in a school. We can assume that for the most part there is harmony between the teaching staff, the media center staff and the L.T.A., since liking co-workers played a large part in the decision to remain.

IX. Tasks Performed by L.T.A.s

The questionnaires revealed that the following tasks are performed by L.T.A.s employed in school media positions:

Tasks Performed	Number Who Performed Task
Supervises circulation including overdues	53,
Supervises students who come into the library	53,
Types orders, catalog cards, letters, etc.	50,
Maintains files, including the card catalog	48,
Assists students with reference questions	47,
Supervises student assistants	47,
Supervises distribution of audio-visual equipment and materials	44,
Does housekeeping chores	43,
Does displays	38,
Processes print and non-print materials	34,
Gives instruction to students in library use	33,
Prepares bibliographies or special collections for teachers	32,
Supervises mother volunteer workers	26,
Does cataloging of book and non-book materials	25,
Selects books for ordering	20,
Repairs audio-visual equipment	20,
Supervises clerks	18, and
Gives reading guidance to students	17.

L.T.A.s assisted in the production of instructional media in the following manner:

Did laminating	32 persons,
Made transparencies	23 persons,
Made photographic slides	19 persons,
Did dry mounting	17 persons,
Did video tape recording	6 persons, and
Made sound recordings	2 persons.

In addition to those tasks indicated by the L.T.A.s on the questionnaire check list, respondents added other tasks they performed regularly. Among them were taking inventory, bookeeping (financial), writing reports, running paper back book sale for entire school, assisting children in making creative art projects, assisting students and teachers in making books for the Young Author conference, maintaining and working with the reading machines in the reading center, keeping ledgers for fifteen elementary schools, setting up learning centers, mending books, following up on orders, and selling popcorn every Friday.

Library Technical Assistants, in one district which was surveyed, work without any professional library supervision, although they may consult the district instructional materials center or seconday school librarians in the district. Most L.T.A.s employed in the elementary school media centers work the larger portion of the time alone with a professional librarian "visiting" once a week or spending a day or two a week in the media center, depending upon what the district's policy and budget allow.

Therefore, in elementary schools the Library Technical Assistants find that they must perform tasks which are considered professional. Of the fifty seven L.T.A.s surveyed 82% assisted students in answering ref-

erence questions. This, of course, could be any assistance from pointing out the shelf on which the set of encyclopedia are housed to actually finding answers to reference questions.

The survey showed that 57.78% of the L.T.A.s give instruction to students in the use of the library. This varies from occasionally interpreting a card in the card catalog to an individual student to "teaching library skills to upper graders in the elementary school", as was reported by one L.T.A.

The L.T.A.s reported that 35% of them did the book selection for their media centers. Cataloging was done by 44% of the respondents. Of these two tasks perhaps the selection of books by the non-professional is more difficult to defend, since many print and non-print materials can be purchased with complete cataloging.

It is in secondary media centers and district media centers where L.T.A.s most nearly fullfill the roles for which they were trained. This is because professional personnel are employed on a full time basis in these centers and the Library Technical Assistant can assume her/his supportive role. If any so called "professional tasks" are done by L.T.A.s in this setting, it is under the direct guidance of the professional. If the L.T.A. does do, for example, some reference work the librarian is on call to assist if the reference problem becomes involved. In such a situation the L.T.A. is a team member, and not the only player.

X. L.T.A. Training

Areas of Training Needing Improvement	Number of L.T.A.s Listing Area of Training
Audio visual equipment	22,
Educational psychology and philosophy	21,
Media production	21,
VTR or television production	17,
Photography	16,
Human relations	7,
Typing and business machines	4,
General library procedures	3,
General educational background	3,
A.L.A. filing rules	1,
Budgeting, money making projects for the media center	1,
Children's literature	1,
Media cataloging	1,
More work on cataloging from Dewey	1, and
Storytelling	1.

Most of the L.T.A.s named a competency in the area of media technology where they felt their training should have been stronger. Because of the added use of non-print media at all school levels and because some librarians may be under prepared in media production areas, L.T.A.s could make a greater contribution by being well trained in media technology.

Twenty one of the L.T.A.s realized that more information in the area of educational psychology and philosophy would be useful to them in their school positions. Since L.T.A.s work with students,courses helping to explain child and adolescent behavior are to be recommended to Library Technical Assistants who plan to be employed in school media centers. Such courses would fit into a liberal arts program, should the L.T.A. decide to finish a bachelor's degree.

Because the Library Technical Assistant is used in some districts in place of a teacher-certified professional librarian,she/he naturally feels the need for courses included in the training of a professional school librarian. It is not possible to include this kind of training in a two year Community College program. The deficiency lies with the school administrations who expect too much from the L.T.A.s and who place them in school positions where conscientious employees are made to feel that they must somehow assume professional roles.

XI. L.T.A.s' Likes and Dislikes About Their Jobs

Things Liked Best	Number of L.T.A.s
The variety of work done	53,
Hours and vacation periods	53,
Working with students	49,
Kind of work done	48,
Contacts with teachers	44,
Closeness to your home	42,
Contacts with other media staff members	41,
Opportunity to learn on the job	37,
The salary	7, and
No response	1.

Many of the items listed above are similar to the reasons L.T.A.s gave for remaining in their positions. The popularity of the hours and vacation periods points up the importance of this benefit and leads to the assumption that many L.T.A.s have family responsibilities. Most of the L.T.A.s found the great variety in tasks they performed of sufficient importance to them to give this item a high rating. Also to be noted were the personal contacts with students, teachers and other media staff members, which were satisfying to the L.T.A.s.

One respondent wrote that being "aware of what's happening in education," was an important consideration for her. Another L.T.A. wrote, "This is the kind of employment that fills your mind and time, so you are never bored and clock watching." Another devoted L.T.A. wrote simply, "I love my job very much."

Listing those things which they liked least about their present position, L.T.A.s made the following responses:

Things Liked Least	Number of L.T.A.s
Salary	32,
Too many clerical tasks	9,
Over-qualified for the tasks assigned	5,
Too little supervision by the professional library person	4,
Too few hours	4,
Lack of recognition of the L.T.A. degree	3,
Other aides working without training	2,
Too much responsibility	2,
Too much supervision by the professional, or the wrong kind of supervision.	1,
Too much work for one person	1, and
Too much responsibility without authority	1.

The L.T.A. Employees as Seen by Professionals

Who Supervise Them

L.T.A. EMPLOYEES AS SEEN BY PROFESSIONALS WHO SUPERVISE THEM

Of the nineteen school districts surveyed I received answers from twenty-seven professional personnel representing sixteen districts. This group had the responsibility for direct supervision of graduate L.T.A.s and persons who were completing their community college training in Library Technical Assistance. Twenty of the respondents supervised assistants who had received their Associate Degree. Seven of the respondents supervised assistant who were still taking classes.

Of the professionals answering only five supervised L.T.A.s in elementary school media centers. One of these professionals had five elementary schools to supervise and spends only one day per week in each. Another professional librarian has four schools. None of the elementary librarians were full time in one school.

Only one response came from a middle school and it was from the principal who had direct responsibility for the supervision of the L.T.A.

Five of the responses were from junior high librarians and eleven were from senior high librarians. Five district media center directors responded, stating they had L.T.A.s working under them in the district media center.

I. L.T.A. Salary and Value to Program

Of the twenty seven supervisors, five felt that the salary paid to their assistant was adequate. Of these five, four had assistants who had not finished their college training for the L.T.A. Associate Degree, but were presently taking classes.

Eighteen of the supervising personnel thought that the salary paid their L.T.A. was inadequate. Four respondents gave no opinion. One junior high librarian stated, "Until she gets paid for technical work, I feel she should

do only clerical work. $2.50 per hour is peanuts." One high school librarian who has a particularly capable L.T.A. claims she holds her breath for fear the L.T.A. will leave for a position which pays better than $3.00 per hour, which is the present rate.

Twenty three respondents, or 82%, judged that their L.T.A. had made a great contribution to the school's media program. Two of the librarians who felt their assistants offered only a moderate amount of help had people who had not completed their training as yet. Two professionals did not answer this question. Among the comments written in was a warning from a senior high school librarian who added, "Frequently the hiring of L.T.A.s delays the hiring of needed professional staff. L.T.A.s should not replace professional librarians, but should be support staff."

In the elementary area, five of the respondents felt the Library Technical Assistants should be replaced by a certified library/media professional person. One junior and one senior high librarian indicated that the Library Technical Assistant working in their media center should be replaced by an additional professional librarian.

It should be noted here that an economy minded administration will often expect the added librarian to assume all the tasks formerly done by the L.T.A., including the clerical ones. Thus, the replacing of an L.T.A. by a professional does not necessarily mean the professional will be able to devote the greatest portion of her/his time to professional duties. What is needed, of course, are job descriptions carefully defining staff differentiation.

The problem of the quantity of routine clerical work needed to run a media center was reflected in the answers given by five librarians who said

that the L.T.A.s in their media centers should be supplemented by additional clerical staff.

Eight librarians were so pleased with the work of their L.T.A.s that they wished to add another L.T.A. to the media center staff.

II. Future Plans of the L.T.A.s

Regarding the future plans of their L.T.A.s, five respondents stated their L.T.A.s plan to finish a four year college program. One L.T.A. plans to major in communciations, the other four L.T.A.s would continue in the library field. One L.T.A. would like to continue on with education until a master's degree in Library has been completed.

Reasons that the L.T.A.s would remain in the school postion were stated by their supervisors as follows:

Likes the job	16 persons,
Family responsibilities	9 persons,
Lacks interest or ability for further education	3 persons,
Lacks money for further education	1 person, and
The lack of opportunity in the job market	1 person.

III. L.T.A. Tasks

Professional librarians when asked what tasks are performed by the L.T.A.s who work under their supervision, emphasized the "assistance" aspect of the Library Technical Assistant's job. Many of the respondents altered the questionnaire, writing in such phrases as "assists with" and "has limited responsibility". One elementary supervising librarian stated that the L.T.A.s in her four schools do many tasks usually done by professionals.

This, of course, would be true in all media centers where there is not a supervising librarian. The most common tasks performed by L.T.A.s who work under professional supervision were as follows:

Task	Number of Media Centers in which task is done by L.T.A.
Types orders, catalog cards, and letters	24,
Supervises circulation including overdues	22,
Helps to supervise student assistants	21,
Assists students in answering reference questions	20,
To a limited extent supervises students who come into the media center	20,
Supervises the distribution of audio-visual materials and equipment	20,
Maintains files	20,
Does displays	20,
Does housekeeping chores	19,
Processes print and non-print materials	18,
Makes transparencies	13,
Does laminating	13,
Prepares bibliographies or special collections of books for teachers	12,
Does dry mounting	9,
Does sound tape recording	9,
Does video tape recording	7,
Makes reading suggestions to students	7,
Does cataloging of book and non-book materials (when kits are available)	7,
Repairs audio visual equipment	7,
Gives instruction to students in the use of the library	6,

Supervises mother volunteer workers	5
Makes slides	4
Selects books for ordering (limited)	4, and
Supervises paid clerks	2.

IV. Opinions on L.T.A. Training

When asked in what areas they felt the preparation of their L.T.A.s could have been improved, four librarians stated they were completely satisfied with the preparation. The suggestions made by the remaining respondents were as follows:

Areas in which preparation of L.T.A.s could be strengthened	Number of librarians citing this need
Educational psychology or philosophy	9,
Media production	9,
Knowledge of audio-visual equipment	7,
Typing and business machine skills	7,
Video tape production	7,
Human relations	7,
Photography	7,
General education	6, and
General library procedures	1.

Position of Library Schools Regarding

the Admission of L.T.A.s

POSITION OF LIBRARY SCHOOLS REGARDING THE ADMISSION OF L.T.A.S

Some of the Library Technical Assistants, in order to become a professional certified school librarian or media specialist, expressed a desire to continue their education.

In order to determine what avenues would be open to these people, I sent questionnaires to eleven mid-western universities who offer undergraduate library science programs. I received answers from eight of them. Undergraduate schools were chosen since Library Technical Assistants would not be eligible for graduate schools until they had finished their Bachelor's Degree.

One of these library science schools had graduated two students who were formerly L.T.A.s. It was reported that these students had more difficulty in getting into academic study and the program as a whole than did the students who had been pursuing a liberal arts program before entering library science study. Another school reported having just recently accepted a Library Technical Assistant Associate Degree person.

None of the other library schools had experience with Library Technical Assistants enrolling in their program. It was frequently stated that the Library Technical Assistant program graduate would be short on a background of liberal arts. A strong liberal arts background is commonly accepted as most important to the preparation of the professional librarian.

Although the Library Technical Assistant has two years of college, it cannot be assumed that two years of credit can be transferred to a

Bachelor Degree program in library science. As to whether library and media courses taken at the community college level would be counted toward an undergraduate library science major or minor, only one library school gave an unqualified "yes". The other library schools would take into consideration the strength of the particual community college courses and the credentials of the community college instructors before granting library science credit. Two library schools would allow L.T.A. graduates to take comprehensive examinations, the passing of which would allow credit for a certain course.

Most library schools would have no objection to allowing L.T.A.s to use library and media courses from the community college as electives if the university's admission office would accept such credits and if the student could still meet the requirements for othe majors and/or minors as prescribed by the university. One school suggested that perhaps some community college production courses such as photography might fit into a journalism major.

Two library schools gave an unqualified answer of "no" when asked whether they would require the L.T.A. to repeat library and media courses already taken in their community college program. Another library school said they would not require that production courses be repeated but all other library science courses would need to be repeated. The majority response seemed to be toward requiring that the courses be repeated. The reasoning is that while the names of courses might be similar, the content would not be comparable.

Most library schools felt that in advising Library Technical Assistants as to whether to continue their education so that they might become professional, certified school librarians, no general

could be made. "It really depends on the person's interest and ability. I think an interview would be very important.", was the answer from one school. Another library school summed up their feelings on encouraging L.T.A.s for further education as follows: "We would, if the person was very intelligent, had a high grade point average, was dedicated to working with people and materials, and had the kind of personality demanded of other candidates."

In regard to recommending that courses taken in the community college program be used for certification requirements of school librarians, most schools responded in the negative unless the student could gain credit at the recommending school by taking comprehensive examinations.

Summary

To summarize the status of Library Technical Assistants employed to do media work in Michigan public elementary and secondary schools during the school year 1975-76 is not a happy task. Library Technical Assistants seem to be giving much more to the school districts of Michigan than they are receiving in return. Indeed monetary rewards are low, with the average beginning salary for an Associate Degree L.T.A. being $3.18 per hour. The average maximum salary for L.T.A.s in this same year was only $3.85 per hour.

While the average teacher is required by contract to put in at least a seven hour day, many of the L.T.A.s are hired on a five hour day basis and are thus classified as part-time employees. As part-time employees, many fringe benefits available to full-time employees are not available to them. Because of these circumstances Library Technical Assistants employed by school districts, for the most part, do not make enough money to allow them to support a family if this should become necessary. Indeed, the L.T.A. working in a Michigan school position would find it difficult to support just him/herself unless her/his life style was one of modest tastes or working at a second job was possible. Many L.T.A.s reported working overtime without pay because there was so much work to be done and they were too conscientious to go home and leave it.

Of the nineteen school districts from which data was completed, only eleven had a contract with their Library Technical Assistants. The other eight districts apparently thought that L.T.A.s were not of sufficient importance to warrant a contract, or perhaps these eight districts were merely taking their L.T.A.s for granted. Without a contract the L.T.A. has no assurance of how long employment will last nor what the conditions of employment will be. In only seven school

districts did L.T.A.s belong to unions or bargaining units.

Of greatest disappointment to L.T.A.s is that in only three of the nineteen districts surveyed was their L.T.A. Associate Degree recognized and their position on the pay scale set accordingly. L.T.A.s working in the other sixteen districts are paid at the same rate and given the same fringe benefits as their fellow employees who work as library aides and have no college training.

One L.T.A. reported that in her district preference is not even given to persons holding L.T.A. degrees when it comes to district personnel department hiring practices. A job applicant without training is just as apt to be hired for a media aide job as an applicant with an Associate Degree in Library Technical Assistance. It is hoped that this situation exists in only one district, but information gathered as to the lack of recognition of the L.T.A. degree makes one wonder if this is not a widespread practice.

In most districts where L.T.A.s are hired for elementary media centers, there is not a full-time elementary librarian for each school media center. Therefore, the L.T.A. is in charge in the absence of the professional librarian and must do what should be considered as professional tasks. The L.T.A.'s role is of great importance to the media services of the elementary school and yet the L.T.A. is not being paid accordingly for her contribution.

While some experts in school library administration may feel that the L.T.A. takes jobs away from professional librarians, especially in elementary school library situations as described above, I do not feel that this is true in the majority of cases. If the school district has not been made aware of the benefits of professional librarians in their

elementary media programs, the sudden disappearance of all L.T.A.s would not mean that the district would go out and hire professional librarians. What would happen is that the district would hire clerks without training to replace the L.T.A.s and the media program would suffer even more.

A large degree of acceptance of L.T.A.s by those professionals who work with them was apparent. Those professionals who understand the objectives of the L.T.A. degree training know that the Library Technical Assistant is prepared to work under the supervision of the professional librarian or media specialist. As was stated earlier in this paper, the L.T.A. role is a supportive role. Cordial relations between professionals and L.T.A.s are seen in those situations where the L.T.A. is treated as an essential team member and where differentiated staffing is practiced.

At a meeting of the Regional Education Media Center (REMC) Advisory Council for Wayne County Intermediate Schools in March, 1976, there was a discussion of L.T.A. programs, suggesting that the Wayne County Community College might want to offer such a program. The Advisory Council seemed to find a gap between the excellent skills and conscientious attitudes of the graduates and districts' pay policies. "The workers can't get paid what they're worth." [1]

Job satisfaction is very high among those L.T.A.s working in school media centers. Many L.T.A.s added notes to their questionnaires stating how much they "loved" their jobs. This high job satisfaction plus a personal sense of fulfillment combined with convenient hours are perhaps the reasons L.T.A.s remain in school positions in spite of low pay and lack of recognition. These very factors are the ones that allow school

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[1] Part of a letter from Marian Hines, Library Supervisor, Northville Public Schools.

districts to receive so much skilled labor for so little money. Because these L.T.A. positions are almost exclusively filled by females, districts have been able to pay low wages. Since the trend is for more older women to work outside the home after the last child leaves home and since these mature women are becoming more career-minded, it is questionable how long L.T.A.s will wish to subsidize media programs by giving so much and receiving such inadequate compensation in return.

Perhaps the saddest part about the Library Technical Assistant who is employed in a school media center is the lack of opportunity for upward mobility. The figures quoted for average beginning and average maximum salaries paid by school districts in 1975-76 to L.T.A.s support this statement. Lester E. Asheim, writing in the A.L.A. Bulletin in 1968 speaks of career lattices in library work and yet during the school year 1975-76 no machinery was available in the school library area for this kind of thing to happen for Library Technical Assistants.[1] The American Library Association on June 30,1970 adopted a statement of policy entitled Library Education and Manpower in which the concept of Career Lattices was given much emphasis. The L.T.A. could move up to the highest of supportive positions, "The Library Associate", a position requiring the completiong of a Bachelor's Degree.[2] With the lack of recognition of the Library Technical Assistant Associate Degree by the school districts, it seems likely the "Library Associate Bachelor's Degree" concept would fare even worse.

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1 Asheim, Lester E. "Education and Manpower for Librarianship." A.L.A. Bulletin Vol. 26, No. 9 (October, 1968) pp. 1096-1106.

2 "Library Education and Manpower." American Libraries Vol. 1, No. 4 (April, 1970) pp. 341-44.

The only avenue of upward mobility for the Library Technical Assistants employed by school districts seems to be to become a certified, professional school librarian or media specialist. There are two ways possible to do this. One is to complete a Bachelor's Degree in either liberal arts or education and then apply for admission as a graduate student to a university offering a Master's Degree school media specialist program. Problems involved in this method are that the Library Technical Assistance courses taken from the community college may not be transferable and that even with an A.B. degree and teaching certification, the L.T.A. might not be able to find a position since the teaching field at present is suffering from a great shortage of jobs. It might be necessary to complete three or more years of training before the person could secure a position as a school librarian.

The other option would be to enroll in a university offering an undergraduate major or minor in library science. Among the problems involved here would again be whether the Library Technical Assistance courses taken at the community college would be transferable. Also, few library schools offering undergraduate programs are accredited.[1] The person might be able to secure a position as school librarian in Michigan with as little as eighteen hours of library science which would fulfill Michigan requirements, but pressure would immediately be felt to enter upon and to complete a graduate library science program.

In closing, it can be said that the Library Technical Assistants have proven to be beneficial to the media program in Michigan public schools. The corollary, that schools have been proven to be beneficial

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[1] The only accredited school which offers undergraduate courses and which was included in this survey was Western Michigan University.

for the L.T.A.s employed by them is not necessarily true. I could, without reservation, recommend that any school district hire L.T.A. job candidates, but I would not recommend to any student planning a career as a L.T.A., that a career working in a school situation is in that person's best interest.

It is with grave concern that I must say the results of this study show the above statement to be a true reflection of the situation as it was during the school year 1975-76. It is hoped that school districts will improve the status of L.T.A.s under their employment. Schools could lose the L.T.A. from their media programs and that would indeed be a great loss.

Appendix A

Letters and Questionnaires

COPY OF LETTER TO DISTRICT MEDIA DIRECTORS

Dear

As part of my work in the School Library Media Specialist program at the University of Michigan, I am doing a study of the present status of Library Technical Assistants employed by Michigan school districts in elementary, secondary or district media centers. I am limiting this study to those employees who have graduated from the two year Associate Degree program in library technical assistance, or those who are presently enrolled in this program.

If your school district is employing such persons I would appreciate your help. I need to contact the L.T.A.s and the professional staff members who supervise them. I have questionnaires for them to complete regarding the role L.T.A.s play in your school media programs.

Could such questionnaires be distributed through your office?

_____yes _____no

If so, how many L.T.A.s are employed in your district? _____

If not, could you supply me with the names and school addresses of the L.T.A.s employed in your district? _____

If possible, a copy of the contract and salary schedule which applies to these employees would assist in the completion of this study.

Thank you for your help. I am enclosing a stamped envelope for your response. I will be happy to supply you with a copy of the results of this study, if you would be interested.

Sincerely yours,

Phone (School) 313-625-2440
(Home) 313-673-1261

(Mrs.) Joyce Condon
Media Specialist
Waterford Kettering High School
Drayton Plains, Mi 48020

Dear L.T.A. or L.T.A.-to-be:

As part of my work in the master's degree program for the School Library Media Specialist at the University of Michigan, I am doing a study of the present status of Library Technical Assistants employed in the elementary and secondary school media centers and in the district media centers in Michigan.

It would be of great help to me if you would complete the enclosed questionnaire and return it to me in the enclosed stamped envelope. Should you choose not to give your name, school district, or answer questions about salary, I will certainly understand. The purpose of this study is not only to find what is the present status of L.T.A.s in Michigan schools, but to make more people aware of the important contribution L.T.A.s make to the education program.

It is sincerely hoped that the library media profession as a whole will hold all L.T.A.s in greater esteem as a result of this study.

Should you be interested in securing a copy of the results of this study when it is completed, please let me know.

Thank you,

(Mrs) Joyce Condon
Media Specialist
Waterford Kettering High School
2800 Bender
Drayton Plains, Mi 48020

Home phone: 313-625-2440

School phone: 313-673-1261

QUESTIONNAIRE FOR GRADUATES OF L.T.A. PROGRAMS AND FOR STUDENTS ENROLLED IN THE LIBRARY TECHNICAL ASSISTANT ASSOCIATE DEGREE PROGRAM

Name _____ Salary _____ (Enclose salary schedule if possible.)

School District in which you are employed _____

Type of media center in which you work (elementary, junior high, senior high, district) _____

Age _____ under 25 _____ 25-35 _____ over 35.

Number of years in present position _____

Present job title _____

Previous experience in library before accepting this present position;

_____ student assistant in high school or college library

_____ mother volunteer assistant in school library

_____ paid clerical assistant in _____ elementary, _____ junior high,

_____ senior high, _____ district media center, _____ public library.

Previous work experience in other areas _____

Please check all the items which apply and feel free to write comments on the following:

_____ feel you are adequately paid for your training and experience.

_____ feel you are inadequately paid for your training, experience and responsibilities.

_____ district has a step on the salary schedule for your college level of training.

_____ district has a provision for increasing your salary at periodical times to reward you for experience.

_____ you are covered by a contract with the school district.

_____ district has a provision for increasing your salary at periodical times to reward you for experience.

_____ you are covered by a contract with the school district.

_____ you are covered by health insurance paid by the school district.

_____ have paid sick leave days; how many days? _____

_____ have paid holidays; how many holidays? _____

_____ have paid personal leave days; how many days? _____

Please check the duties for which you are responsible:

_____ supervise circulation including handling overdues.

_____ supervise student assistants.

_____ supervise mother volunteer workers.

_____ supervise clerks.

_____ supervise students who come into the media center.

_____ give instruction to students in use of library.

_____ assist students in answering reference questions.

_____ give reading guidance to students.

_____ type orders, catalog cards, letters, etc.

_____ select books for ordering.

_____ catalog book and non-book materials.

_____ supervise the distribution of audio-visual materials and equipment.

_____ maintain files.

_____ repair audio-visual equipment.

_____ assist in the production of instructional media, such as:

_____transparencies, _____ laminating, _____laminating,

_____slides, _____dry mounting, _____V.T.R.

_____ do housekeeping chores.

_____ do displays.

_____ process print and non-print materials.

_____ prepare bibliographies or special collections of books for teachers.

Please list below any other duties for which you are responsible.

Indicate in what areas you feel your L.T.A. training program could be improved:

_____audio visual equipment.

_____typing and business machines.

_____general library procedures.

_____educational psychology and philosophy.

_____VTR or television production.

_____general educational background.

_____media production.

_____human relations.

_____photography.

Regarding your future plans, please check those which apply:

_____ plan to complete four-year college program,

indicate area of study if known _____

_____ plan to continue into graduate school to earn Master's degree in library/media.

_____ plan to work at a later time in a different type of library:

_____ technical library, _____ public library, _____ college library,

_____ medical library.

_____ plan to remain in the same position because of:

_____ family responsibilities.

_____ receive personal satisfaction from the job.

_____ like my co-workers.

_____ like working with students.

_____ lack of money to continue education.

_____ lack of interest in continuing education.

_____ lack of opportunity to take classes for advanced degree.

Choose those things which you like best about your present position:

_____ the salary.

_____ working with teachers.

_____ working with students.

_____ contacts with other library media staff members.

_____ the hours and vacation periods.

_____ closeness to your home.

_____ type of work you do.

_____ the variety of work you do.

_____ the opportunity to learn on the job.

other _____

Check those things which you like least about your present position:

_____ the salary.

_____ too many clerical tasks.

_____ too little supervision by the professional library media person.

_____ too much supervision by this person or the wrong kind of supervision.

_____ too much responsibility.

_____ not prepared to do the tasks assigned.

_____ over-qualified for the position.

_____ working with students.

_____ working with teachers.

other _____

Dear Supervisor of a Library Technical Assistant:

Since you are responsible for the supervision of an employee who has received the associate degree in library technical assistance (or an employee who at present is enrolled in such a program) I hope you will be able to help me.

As part of course work in the master's degree program for the School Library Media Specialist at the University of Michigan, I am doing a study of the Library Technical Assistants employed by Michigan public schools in elementary and secondary school media centers or in district-wide media centers.

Any assistance you can give me in this matter would be greatly appreciated. I will be happy to supply you with a copy of the results of this survey if you would be interested in the findings. I have enclosed a questionnaire for you to complete and a stamped envelope for your convenience.

Thank you,

(Mrs) Joyce Condon
Media Specialist
Waterford Kettering High School
Drayton Plains, Michigan 48020

Home phone: 313-625-2440

School phone: 313-673-1261

QUESTIONNAIRE FOR PROFESSIONAL PERSON SUPERVISING A GRADUATE OF A LIBRARY TECHNICAL ASSISTANCE ASSOCIATE DEGREE PROGRAM.

(Please also complete this questionnaire if the employee you supervise is presently enrolled in an L.T.A. program.)

Your name _____ Job title _____

Your school district _____

Indicate the type of facility in which your L.T.A. works: ____elementary school, _____middle school, _____junior high school, _____senior high school, _____district media center.

Do you feel that the salary paid to the L.T.A. in your media center is adequate considering her training and the tasks performed?

_____yes,_____ no.

Is your assistant _____a graduate of the Associate Degree program, _____ a student enrolled in the Associate Degree program.

Please indicate the tasks your L.T.A. performs:

_____ supervises circulation including the handling of overdues.

_____ supervises student assistants.

_____ supervises volunteer workers.

_____ supervises clerks.

_____ supervises students who come into the media center.

_____ gives instruction to students in the use of the library.

_____ assists students in answering reference questions.

_____ gives reading guidance to students.

_____ types orders, catalog cards, letters, etc.

_____ selects books for ordering.

_____ does the cataloging of_____ book and _____ non-book materials.

_____ supervises the distribution of audio-visual materials and equipment.

_____ maintains files.

_____ assists in the production of instructional media such as:

_____ transparencies, _____ slides, _____laminating, _____ dry mounting, _____ V.T.R., _____ tape recordings.

_____ does displays.

_____ processes print and non-print materials.

_____ prepares bibliographies or special collections of books for teachers.

other_____

Indicate in what areas you feel your L.T.A. could have had better preparation: _____ audio visual equipment, _____ human relations, _____ typing and business machines, _____ media production, _____ general library procedures, _____V.T.R. , _____ photography, _____ general educational background, _____ educational psychology or philosophy.

How would you judge the contribution of your L.T.A. to your media program? Please check any that apply: _____ great contribution, _____ moderate amount of help, _____ for various reasons does not make much of a contribution to our program, _____ could be replaced by a person with less training, _____should be replaced by a certified/library media professional person, _____ should be supplemented with additional clerical help, _____should add additional L.T.A.s to our staff.

Regarding the L.T.A.'s future plans, check those which to the best of your knowledge apply: _____ plans to complete four-year college program (indicate area of study if you know _____), _____ plans to work at a later time in a different type of library, _____ plans to continue into graduate school to earn a Master's Degree in library/media, _____ plans to remain in this type of position because of _____family responsibilities, _____likes it , _____ lack of money to continue education, _____ lacks interest or ability to continue education, _____ lack of opportunity to take additional college work.

Copy of Letter Sent to Library Schools

Under the direction of Kenneth Vance, Assistant Dean, School of Library Science, University of Michigan, I am completing a study on The Status of Library Technical Assistants in Public Schools. I am limiting this study to those persons who have obtained an Associate Degree in Library Technical Assistance from a Community College.

The question has arisen as to what avenues are open to such persons, should they wish to improve their status by becoming professional librarians and qualified school media specialists.

I would appreciate very much knowing the position of your school on this matter. It would be most helpful if you would complete the accompanying questionnaire. Any additional comments would be welcomed. I would be pleased to share the results of this study with you, if you would be interested.

Thank you,

(Mrs.) Joyce Condon
5835 Kingfisher
Clarkston, Mi 48016

QUESTIONNAIRE ON L.T.A. ADMISSION TO LIBRARY SCHOOL

1. Would your school allow persons holding the Library Technical Assistance Associate Degree to count library and media courses taken at the community college level as credit toward a major or minor in library science?

_____yes, _____ no. Comments:

2. Would your school allow L.T.A.s to use their Library Technician courses as electives, counting toward a bachelor's degree?

_____yes, _____no. Comments:

3. Would you ask students to repeat library and media courses already taken in their community college program?

_____yes, _____ no.

4. Would you recommend that courses taken in the community college program be used for certification requirements of school librarians?

_____yes, _____ no.

5. During the past three years, have you had students with the L.T.A. degree:enrolled in your program?

_____yes, _____no. If yes, how many?_____.

complete your program?

_____yes, _____no. If yes, how many? _____.

6. If you have had L.T.A.s in your program, how does their achievement in class work compare with the achievement of students who had a liberal arts program in their first two years of college?

7. In general, when advising a person holding a L.T.A. Associate Degree would you encourage her/him to continue her/his education to become a professional librarian?

_____yes, _____ no. Why or Why not?

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Thank you. Please feel free to add any comments.

Appendix B

School District Data Sheets

SCHOOL DISTRICT A

I. Contract-included in School Aide bargaining unit. (American Federation of State, County and Municipal Employees.)

A. Must be given five days notice in case of lay-off.

B. Probationary period shall be for one school year, but benefits shall accumulate as of date of hire and may be used as accumulated.

II. Salary

A. Job classification determined by training.

1. School Aide

2. Paraprofessional Aide-Must have completed a two-year college training program and the requirements for the associate degree. (This would include L.T.A.s.)

B. Range of Salary for L.T.A.s

1. Beginning salary-$3.29 per hour.

2. Seventh year salary-$4.12 per hour.

III. Insurance

A. Life Insurance - $5,000.00 paid by the Board .

B. Health Insurance-Blue Cross with D45NM rider and MVF-1 Master Medical Rider paid by the Board.

IV. Sick leave- .53 days sick leave per pay period (about 10.6 days per year.)

V. Personal leave- one day per year.

VI. Paid Holidays- six days per year.

School District B

I. Contract-no union.

A. May be subjectto lay off with thirty days notice.

B. Evaluation of employee given at least once a year.

II. Salary

A. Library Aid-(no formal training).

1. Beginning salary-$2.60 per hour.

2. After two years-$3.05 per hour.

B. Library Technician

1. Beginning salary-$3.62 per hour. (This rate for persons with technician training only.)

2. When awarded an Associate Degree-$3.76 per hour.

3. No steps beyond the above mentioned salary to reward for experience.

4. Board pays retirement for Library Technician only.

III. Insurance-None is provided.

IV. Sick Leave- five days per year.

V. Personal Leave- two days per year.

VI. Paid Holidays

A. Library Aid-five days per year.

B. Library Technician-six days per year.

SCHOOL DISTRICT C

I. Contract(A.F.of L.-C.I.O. union)

A. Media Aids have their own union.

B. Provides for over-time pay after eight continous hours of work and for days worked when school is not in session.

C. No work day less then six hours. Minimum work year is 188 days.

D. At least ten days notice must be given before lay-off.

E. Employees shall receive copy of any written evaluation.

II. Salary- no credit for L.T.A. degree.

A. Beginning salary-$2.84 per hour.

B. After five years experience-$3.41 per hour.

C. After fifteen years experience-$3.73 per hour.

III. Insurance

A. Life Insurance-Board shall provide $2,500 after four month probationary period.

A. Health Insurance-Employee must pay own insurance, but may join school group.

IV. Sick Leave-ten days per year.

V. Personal Leave-three days per year.

VI. Paid Holidays-seven days per year.

School District D

I. Contract-no formal contract. There is a Paraprofessional Handbook which gives salary and working conditions. All L.T.A.s in system are classified as paraprofessional except one who works at the district I.M.C. She is classified as clerical.

II. Salary

A. Paraprofessionals

1. Placed on schedule by Director of Personnel. Past experience and training are evaluated in order to determine initial salary schedule placement.

2. Step 1-$3.00 per hour, Step 2-$3.25 per hour, Step 3-$3.50 per hour, Step 4-$3.75 per hour.

3. Board pays retirement.

B. Clerical-Classified on lowest level as Clerk I

1. Beginning salary-$4.06

2. After eight years experience-$4.37

III. Insurance-Hospitalization insurance after three months employment, paid by board.

IV. Sick Leave-ten days per year.

V. Personal Leave-two days per year.

VI. Paid Holidays-seven days per year.

SCHOOL DISTRICT E

I. Contract

A. L.T.A.s included in the "Association of Educational Secretaries" bargaining unit.

B. All new employees shall serve a forty-five work day probationary period.

II. Salary

A. Classified in the fifth classification down. Only teacher aides. are lower.

B. Beginning salary-$3.08 per hour.

C. After five years experience-$4.10 per hour.

D. Longevity pay beginning the eighth year.

E. Board pays employees contribution to retirement fund.

III. Insurance

A. Health insurance-Board pays Blue-Cross-Blue Shield benefits to that of teaching employees.

B. Life Insurance-$10,000. worth of term insurance paid by board.

C. Optical Insurance-Board agrees to provide family optical insurance up to $22.75 per year.

IV. Sick leave-fourteen days per year.

V. Personal leave-five days per year.

VI. Paid Holidays-eleven days per year.

SCHOOL DISTRICT F

I. Contract- included with paraprofessional employees (AFL-CIO Union).

A. In case of lay off the employee must receive seven days notice.

B. The employee is considered a probationary employee for the first 120 days.

C. Each employee, after six months of employment shall be reimbursed for tuition for college courses with limitations as listed in contract.

II. Salary-no credit for L.T.A. training.

A. Beginning salary-$2.83 per hour.

B. Top of salary schedule in fifth year- $3.35 per hour.

C. Longevity-each full time employee who has been employed by the board for nine or more years shall be paid $130.00 at the conclusion of each school year.

III. Insurance

A. Health insurance-Board will pay the premium for Blue Cross-Blue Shield, MVF-1, semi-private, and master medical for family.

B. Life insurance-if employee dies while still considered employed by board, his estate shall receive a death benefit of $3,000.

IV. Sick Leave

A. One day per month of employment.

B. Not granted until after six months probationary period.

V. Personal Leave-one day per year.

VI. Paid Holidays-two days per year.

SCHOOL DISTRICT G

I. Contract-no contract for L.T.A. employees.

II. Salary-hourly rate, established by Central Administration.

III. Insurance

A. Health insurance for person (male) working as A.V. Coordinator.

B. No health insurance for person (female) working as Library Technician.

IV. Sick Leave

A. Twelve days for A.V. Coordinator.

B. No days for Library Technician.

V. Personal Leave

A. Three days for A.V. Coordinator.

B. No days for Library Technician.

VI. Paid Holidays

A. Yes, for A.V. Coordinator. (Number not given.)

B. None, for Library Technician.

School District H

I. Contract- L.T.A s are under secretary contract (Not available).

II. Salary-After one year's experience,hourly rate is $3.25.

III. Insurance-Health insurance is provided by the board.

IV. Sick Leave-Seems to vary from five days to thirteen days per year.

V. Personal Leave- two days per year.

VI. Paid Holidays-six per year.

SCHOOL DISTRICT I

I. Contract-none

II. Salary-Classified as Teacher Aide

A. Beginning salary-$2.80 per hour

B. After four years experience-$3.20 per hour.

III. Insurance-none

IV. Sick Leave-five days per year.

V. Personal Leave-none

VI. Paid Holidays-four days per year.

SCHOOL DISTRICT J

I. Contract-none

II. Salary

A. Beginning Salary-$3.75 per hour.

B. After one year's experience-$4.15 per hour.

III. Insurance-Health insurance paid for by the Board.

IV. Sick Leave-ten days per year.

V. Personal Leave-three days per year.

VI. Paid Holidays-none

SCHOOL DISTRICT K

I. Contract- L.T.A.s covered by contract, but no details given.

II. Salary-longevity pay available.

A. After 4 years experience approximately $139.03 per week.

B. After 10 years experience approximately $157.00 per week.

III. Insurance-health insurance covered by the school district.

IV. Sick leave-ten days per year.

V. Personal leave-two days per year.

VI. Paid Holidays-yes, but no exact number given.

SCHOOL DISTRICT L

I. Contract-none

II. Salary-No credit for L.T.A. degree.

A. Beginning Salary-$3.21 per hour.

B. After eight years-$4.55 per hour.

C. Longevity pay-After sixteen years of continuous service-$4.59 per hour.

After eighteen years of continuous service-$4.64 per hour.

III. Insurance-Health, paid by the Board

IV. Sick Leave-twelve days per year.

V. Personal Leave-two days per year.

VI. Paid Holidays-number not given.

SCHOOL DISTRICT M

I. Contract-none.

II. Salary-Beginning salary is $3.50 per hour.

III. Insurance-none

IV. Sick Leave-ten days per year.

V. Personal Leave-none.

VI. Paid Holidays-none.

SCHOOL DISTRICT N

I. Contract-none

II. Salary-$2.10 per hour with no provision for increasing salary to reward for L.T.A. degree.

III. Insurance-none.

IV. Sick Leave-ten days per year.

V. Personal Leave-none.

VI. Paid Holidays-yes, but answer unclear as to how many.

SCHOOL DISTRICT O

I. Contract-L.T.A. is covered under contract, but gave no details.

II. Salary-no schedule, but receives after four years in the position, $6,688.00 for thirty eight weeks' work.

III. Insurance-none.

IV. Sick leave-ten days per year.

V. Personal leave-two days per year.

VI. Paid holidays-six days per year.

SCHOOL DISTRICT P

I. Contract-Bargaining unit is A.F. of L.-C.I.O. union.

A. Includes all elementary library assistants and excludes all other employees.

B. Must be given two weeks notice before terminated.

C. Employees shall be evaluated at least once per year.

II. Salary-No credit for L.T.A. degree.

A. Beginning salary-$3.02 per hour.

B. After two years experience-$3.17 per hour.

C. Paid vacation-upon completing one school year, the L.T.A. receives one week's additional pay. (This increases with the number of years of service.)

III. Insurance

A. Health Insurance-At least the same as Blue Cross-Blue Shield, MVF 1, Master Medical 1 with a D45Nm and F rider. (Available after probationary period.)

B. Life Insurance-$5,000 worth of life insurance paid by board.

IV. Sick leave-one-half day per pay period,maximum 1 day per month.

A. Must serve a 12 week probationary period before sick leave can be received.

B. Inclement weather leave days may be taken from sick leave days.

V. Personal Leave-two days per year.

VI. Paid Holidays-nine days per year.

SCHOOL DISTRICT Q

I. Contract-L.T.A. under contract.

A. Provides for yearly increases for experience.

B. Step on salary schedule for Associate Degree.

II. Salary-no information given as to amount.

III. Insurance-none

IV. Sick Leave-ten days per year.

V. Personal Leave-one day per year.

VI. Paid Holidays-five per year.

SCHOOL DISTRICT R

I. Contract-have a contract with a union as the bargaining unit. No further information available.

II. Salary-place for Associate Degree level of training on salary schedule.

A. After five years experience- Approximately $6,237.00 per school year.

B. After eleven years experience-Approximately $8,500.00 per school year.

III. Insurance-health insurance paid by school board.

IV. Sick leave- ten days per year.

V. Personal leave-three days per year.

VI. Paid holidays-nine days per year.

SCHOOL DISTRICT S

I. Contract-none

II. Salary- $4.54 per hour after five years experience.

III. Insurance-none

IV. Sick leave-yes, but number of days not given.

V. Personal leave-yes, but number of days not given.

VI. Paid holidays, yes, but number of days not given.

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